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THE PROFESSIONAL TRAINING, SPECIFIC TEACHING ASSIGNMENTS, AND JOB SATISFACTIONS OF GEORGIA SOCIAL STUDIES TEACHERS.

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TO SURVEY THE CERTIFICATION STATUS, TEACHING ASSIGNMENT, AND SELECTED JOB-RELATED OPINIONS OF GEORGIA SOCIAL STUDIES TEACHERS, DATA ON 115 SCHOOLS AND 403 TEACHERS WAS EXTRACTED FROM A RANDOM SAMPLING OF THE ANNUAL REPORTS OF SCHOOL SUPERINTENDENTS TO THE GEORGIA ACCREDITING COMMISSION. AN UNSTRUCTURED QUESTIONNAIRE ASKING WHICH ASPECTS OF TEACHING THEY FOUND MOST DIFFICULT AND MOST SATISFYING WAS THEN SENT TO THE 278 TEACHERS WHO WERE STILL TEACHING IN THE SAME SCHOOL. 192 RESPONDED. IT WAS FOUND THAT (1) 92 PERCENT OF THE TEACHERS HAD A PROFESSIONAL CERTIFICATE, 6 PERCENT HAD A PROVISIONAL CERTIFICATE, 1 PERCENT AN EMERGENCY CERTIFICATE, AND 1 PERCENT ANOTHER PROFESSIONAL CERTIFICATE. (2) 46 PERCENT TAUGHT ONE SOCIAL STUDIES SUBJECT, 44 PERCENT TAUGHT TWO, AND 9.5 PERCENT TAUGHT FOUR OR MORE. (3) THE SUBJECTS RATED MOST POPULAR BY GEORGIA TEACHERS WERE NEARLY THE SAME AS THOSE RANKED MOST POPULAR IN THE SOUTH AND THE NATION IN A 1963 EDUCATIONAL TESTING SERVICE SURVEY. (4) THE ASPECTS OF TEACHING RATED MOST DIFFICULT WERE MOTIVATING STUDENTS, PERFORMING ADMINISTRATIVE DUTIES, TEACHING COMPLEX COGNITIVE SKILLS, AND CONTROLLING STUDENT BEHAVIOR. (5) HELPING STUDENTS LEARN, SATISFACTION DEPRIVED FROM THE LATER SUCCESS OF FORMER STUDENTS, ASSOCIATING WITH YOUNG PEOPLE, AND BECOMING A BETTER TEACHER WERE THE MOST SATISFYING ASPECTS OF TEACHING. (AW)

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OFFICE OF EDUCATION

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The Problem

In the fall of 1964, as part of the process of re-examining undergraduate programs of study for social studies teachers at the University of Georgia, the writers initiated a survey of the certification status, specific teaching assignments, and selected job-related opinions of social studies teachers in Georgia public schools. Neither the State Department of Education nor any of the institutions in the state preparing teachers had such information already available.

Procedures

Although in 1964-65 the State Department of Education was in process of applying electronic data processing (EDP) to the maintenance and analysis of teacher personnel records, EDP was not in operation at the time of the study, so that the data were obtained "by hand". Investigation revealed the most fruitful source of information concerning certification status and teaching assignments to be the set of annual reports

from school superintendents to the Georgia Accrediting Commission. From the list of public schools containing Grade 9 and/or higher grades contained in the Georgia Educational Directory, 1963-64, a random sample of 119 schools was selected. The 1963-64 superintendents' reports (1964-65 reports were not available at the time) were then examined and sections pertaining to the 119 schools identified. Of these 119 sections, four were incomplete and unusable. A question then rose as to the typicality of the 115 schools for which records were complete. Among these 115, the proportions of schools of different sizes (indicated by numbers of teachers on the staffs) and the proportions of school systems) were like those for the complete list of such schools in the 1963-1964 Georgia Educational Directory.

A "social studies teacher" was defined as a teacher who spends at least one-half of each school day (three school periods) teaching one or more social studies subjects. In the 115 schools, 403 such teachers were identified. The certification and teaching assignment data presented herein pertain to these 403.

In addition to the certification and teaching assignment information, the writers desired to obtain teacher opinion data concerning certain aspects of teaching. From the

standpoint of the survey this information was not as important as the objective data, but seemed worth ascertaining, if feasible. If it were obtained at all, it would have to be obtained from the teachers by mail. A one page four-question unstructured questionnaire with accompanying letter was devised. Two of the four questions asked were relevant to this report:

> "What aspects(s) of teaching have you found <u>most difficult</u>?"
>
> "What aspect(s) of teaching have you found <u>most satisfying</u>?"

Responses to each question were copied on cards, one response per card. Categories for response were arrived at empirically, with each investigator categorizing independently. Categories were then compared, resulting in agreement for about ninety per cent of the responses. The ten per cent of disagreements was readily resolved by setting up categories comprehensive enough to include the two initially proposed.

Of the sample of 403 social studies teachers reported by the superintendents as teaching in 1963-64, only 278 were employed in the same school in 1964-65, according to payroll records in the State Department of Education. In late Spring, 1965, questionnaires were mailed to these 278 teachers. In

spite of the fact that these arrived during the busy end-of-year period and that follow-up of non-respondents was not feasible, a seventy per cent return was obtained--about forty-nine per cent of the original 403. The opinion data presented are based on the responses of these 192 teachers.

Results--Certification Status and Amounts of Social Science Courses Taken

In Georgia the types of teaching certificates issued may be broadly classified as professional (highest level), provisional (next highest), and emergency. Requirements for each type are specified in the State Department of Education certification manual (6). In general, the amount of formal college preparation, including courses both in academic subjects and in professional preparation, increases as the certificate level does. At present, professional certification at the bachelor degree level for social studies teachers requires at least fifty quarter hours of social science and thirty quarter hours of professional preparation, including student teaching. Professional certification at the Master's degree level ordinarily requires professional certification at the Bachelor's degree level and a minimum of twenty-five

quarter hours of graduate social science and fifteen quarter hours of graduate professional preparation course work. Requirements for the sixth year certificate (the highest of the three professional certificates) include professional certification at the Master's level and a minimum (including work taken for Master's certification) of fifty quarter hours of social science and thirty of graduate professional preparation courses. The certification status of the 403 social studies teachers in the sample was:

Professional - Social Studies.....92%
- Bachelor's Level 69%
- Master's Level 21%
- Sixth Year Level 2%

Provisional 6%
Emergency 1%
Professional other than social studies.....1%

Seven per cent of the sample had completed more than 60 quarter hours of social science; forty-nine per cent, 51-60 quarter hours, inclusive; thirty-four per cent, 30-50; and ten per cent, less than 30.

Results--Teaching Assignments

One item of information obtained was the number of different social studies subjects taught. Data pertained to professionally certified teachers only and were summarized as follows:

One subject only 46%
Two subjects only.....44%
Three subjects only.....9.5%
Four subjects.....0.5%

No professionally certified teacher in the sample was reported as teaching more than four subjects.

A second item of information extracted from the superintendents' reports pertained to the specific subject taught by those professionally certified teachers teaching just one subject and to the percentage of such teachers teaching the subject. Subjects taught and percentages of teachers were:

History (world, American or state).....31%
Geography..... 6%
Civics or government..... 5%
Sociology..... 2%
Economics 1%

A third kind of information collected was the percentage of professionally certified teachers teaching each subject, regardless of how many different subjects were taught. The percentage of such teachers teaching each subject was computed; each percentage was then ranked, with the highest percentage assigned a rank of 1. The purpose of the ranking was to permit comparisons of the Georgia situation in this regard with that in the South and over the country as reported in an Educational Test Service 1963 survey (1). Table 1 lists the most commonly taught social studies subjects, the percentage

TABLE 1

Percentage of Professionally Certified Georgia Social Studies Teachers Teaching Each Subject and the Rank of Each Subject--in Georgia, the South, and Nation-wide.

Name of Subject	Per Cent[a] of Teachers	Rank-Ga.	Rank-South[b]	Rank[c] Nation-wide
American History	43%	1	1	1
World History	35%	2	2	2
Civics or Government	28%	3	3	3
Geography	20%	4	5	4
State History	13%	5	4	5
Economics	8%	6	6	6
Sociology (Including American and World Culture)	5%	7	8[d]	7

a. Per cents in this column total more than 100, since the row per cents are not mutually exclusive.

b. In the ETS survey, data pertaining to the South were obtained from a sample of 153 schools in the West South Central, East South Central, and South Atlantic states. Data are presented in the report indicating these schools to be typical of schools in these areas. Data for the South and for the nation are reported in terms of the percentage of schools in which the subject is taught. For purposes of this table, these percentages were ranked, with results as shown.

c. In the ETS survey, nation-wide data were obtained from a sample of 388 schools. Schools in the ETS samples were selected from the population containing grades 7-12. In this survey, the grades included were 9-12.

d. Ranked 7th in the South was the course, "Problems in Democracy." In the superintendent's reports used in this study, "Problems in Democracy" was not listed as a subject taught in any of the 115 schools in the sample, probably being listed as "Government."

of professionally certified teachers in Georgia teaching each, subject and the rank of each subject in Georgia, the South, and nation-wide. The data show the popularity of social studies subjects taught in Georgia to be similar to that for them in the South and in the nation.

Results--Aspects of Teaching Reported as Most Difficult

When the responses of the 192 teachers answering the questionnaire were categorized by the process previously described and the percentages of responses falling in each category were tabulated, the following results were obtained:

Motivating pupils 42%
Performing administrative duties 39%
Teaching complex cognitive skills.....10%
Controlling pupil behavior.....9%

Teacher comments pertaining to motivating pupils stressed either or both of two ideas--stimulating and maintained pupil interest, and helping pupils accept the worthwhileness (to the pupils) of what is to be learned. Those teachers who identified administrative duties as most difficult described either or both of two types of such duties--those directly related to classroom learning and to the pupils as students in the classroom (e.g., posting students' records, submitting attendance reports to the principal, etc.), and those pertaining to out-

of-class duties such as hall duty, lunchroom duty, taking up tickets at athletic events, and the like. About two-thirds of these identifying administrative duties as most difficult mentioned some kind of out-of-class duty. A surprising feature of the statements pertaining to difficulty was the reference made to teaching cognitive skills. Answers given indicated that teachers were referring to skills other than those of recognition ~~of~~ OR recall--citing, for example, helping pupils become critical readers and listeners, helping them learn to think through problems and issues for themselves, learning to separate fact from opinion, and the like. Analysis of responses categorized as relating to controlling pupil behavior indicated that the concerns of teachers were for the-here-and-now aspects of behavior; i.e., for having pupils behave in ways permitting the orderly conduct of class activities. Not a single response referred to pupil behavior in terms of its effect on that pupil; e.g., as indicating a dubious prognosis for the pupil's mental health. It seems likely that had these teachers been given the opportunity to do so, they would have responded much as did those in the Wickman study of teacher attitudes and pupil behavior reported thirty-eight years ago (7).

Results--Aspects of Teaching Reported as Most Satisfying

The teachers' answers to the question of the most satisfying aspects of teaching were consistent with those reported in numerous previous studies of teacher job-satisfaction; e.g., those of Redefer (3), Rempel (4) and the ones reported in Robinson (5). The categories of answers and the percentage of answers in each category were:

Helping pupils learn in the classroom 64%
Deriving satisfaction from the after-school-years-success of former pupils.....14%
Associating with young people.....13%
Improving oneself--expanding one's knowledge, and becoming a better teacher.....9%

Each of these four categories pertains to what a number of researchers in the field of job satisfaction refer to as the "motivator" factor in job satisfaction; see, e.g., Herzberg (2). These results, too, offer partial support for Herzberg's "two-factor" theory of job satisfaction in that, as the "two-factor" theory would predict, none of the responses to the question could properly be classified as pertaining to Herzberg's postulated second factor,a"hygiene" factor.

Summary

In the sample of secondary schools used in this survey, the social studies were taught as separate subjects with history and geography predominating. Ninety per cent of the

social studies teachers in these schools taught one or two subjects only, but had not had intensive formal preparation in them. For those professionally certified teachers remaining in the same school from one year to the next, the most difficult aspects of teaching were reported to be administrative duties, motivating pupils, teaching cognitive skills, and controlling pupil behavior. These teachers reported the social service aspects of teaching as their sources of job satisfaction.

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